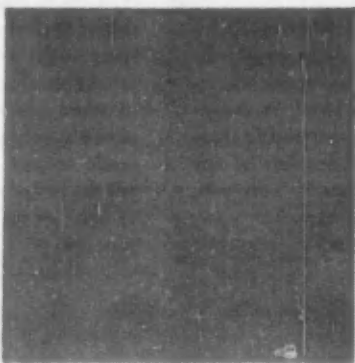
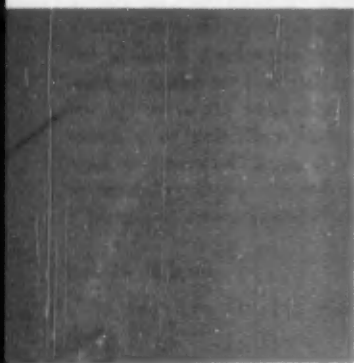


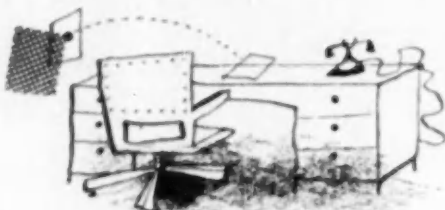
JANUARY 1951

*Some of the AFT members attending
the Midcentury White House Conference
on Children and Youth (pages 2, 4, 5-8)*

The American Teacher



PRESIDENT'S PAGE



Recommendations of White House Conference Parallel AFT Program

THE Midcentury White House Conference on Children and Youth was a mass evaluation of economic, social, and spiritual factors that may enable the children of today to become the happy, secure citizens of tomorrow. Perhaps this statement of the conference platform best presents this objective:

"Believing in the primacy of spiritual values, democratic practice, and the dignity and worth of every human being, and recognizing that these are essential to individual happiness and responsible citizenship, we have come together to inquire:

How the necessary mental, emotional, and spiritual qualities may be developed in children, and

How the physical, economic, and social conditions favorable to such development may be assured."

As the conference moved through the five days of exploring, fact-finding, and recommending, it became increasingly apparent that the thinking and experience of these 5,000 Americans closely paralleled the program supported by the American Federation of Teachers throughout the years.

The AFT has always been convinced that a satisfying educational experience is greatly dependent on the child's feeling of confidence, security, and belonging, engendered in homes free from want and dread of want and in communities in which no artificial barriers of any kind have divided the haves from the have-nots.

Specifically the conference keynoted many of the solutions that are a part of our AFT program:

1. That the economic needs of children can be met only by such devices as minimum wage, low cost housing, extension of medical and social services, and fair employment practices.

2. That equal educational opportunity can come only through the tapping of our national resources to provide a basic minimum program.

3. That vocational and personal guidance must be made available.

4. That the system of values in our democratic society is in need of re-examination and partial revision.

Of great value was the unanimity of these representatives from various areas of our country, from all of the fields of human endeavor, who feel with us that a nation's heritage lies not so much in stocks and bonds, in buildings and industries, as in the moral fibre and purpose of its people. If even a small portion of the recommendations affecting the well-being of children can be translated into action, there are better days ahead.

It is in the implementation of such a program as this that our organization may render an even greater service, since our locals and state federations, as well as the national body, are geared not to apology but to action. If in the 1950's some of the problems are solved, it will be because these leaders dare to fight selfish and entrenched interests who have yet to accept the primacy of individual well-being in a democratic society. It is good, however, to have felt the support by this cross-section of America of some of the fundamental tenets of our AFT program.

John M. Eklund

JANUARY 1951

The American Teacher

Volume 35, Number 4

- articles **8** *A Charter of the Rights of the Child*
 9 *The Story of IFTA*
 by Louis Dumas
 11 *Japan Moves Forward Toward Democracy*
 by Lt. Col. D. R. Nugent
 14 *Coal Mining—A New Course in Du Quoin High School*
 by R. P. Hibbs
 19 *Thailand—Free Labor Watches Developments There*
 by Adrienne Tassler
 21 *Why Join the Teachers' Union?*
 by May Darling
- a report **5** *AFT Active at Midcentury White House Conference*
- departments **2** President's Page
 4 Secretary-Treasurer's Page
 17 Education News Digest
 22 The Human Relations Front
 23 Labor Notes
 25 Books and Teaching Aids
 29 News from the Locals

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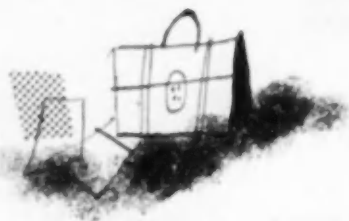
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Three Conferences Affecting Education

BETWEEN November 30 and December 7 it was my privilege to attend three conferences in Washington, D. C., which were of vital concern to education: the Conference on the Occupied Territories, sponsored by the American Council on Education in cooperation with the Department of State and the Department of the Army, the conference on current educational and social problems in Korea, and the Midcentury White House Conference on Children and Youth. Significantly, all of these conferences dealt with war immediately past, war currently being waged, or war as a factor in the well-being of children and youth in the future.

The Conference on the Occupied Territories

Some six hundred delegates, including representatives from Japan, Germany, and Austria, met to discuss educational and social problems in the occupied territories. Lt. Col. Nugent, chief of the Civil Information and Education Section in Japan, addressed the conference. (See page 8 for text of Col. Nugent's speech.) Col. Nugent informed me that, just before he left Japan to attend the Conference, General MacArthur had urged him to stress in his address the loyal cooperation of the unions in Japan.

Since in 1948 I had served as a consultant to the Japanese Teachers Union, representatives of the Japanese Ministry of Education who attended the Conference conferred with me regarding the political activities of the union. They stated that they felt that the teachers' union, which represents nearly 95% of the teachers of Japan, was too active in the recent

school board elections. I replied that political activity on the part of teachers is not only a civil right in a democracy but a responsibility. I urged the ministry of education to cooperate with the Japanese Teachers Union and use it as a powerful bulwark for democratic education in Japan.

Dr. James Read, chief of the education section in Germany, expressed warm appreciation of the action of the AFT in securing AFL support for using for educational purposes a substantial part of the counterpart funds which accumulate in native currency under the Marshall Plan. Such funds are absolutely essential, since physical school plants in Germany are inadequate for establishing a democratic school system. The Conference went on record supporting the AFT-AFL position in this matter.

The Conference on Korean Problems

It was pointed out that because Korean school houses had been used by the Communist forces as military headquarters and then burned when the Communist troops had been forced to retreat northward, Korean education was severely handicapped.

The White House Conference

Attending the White House Conference, after the conferences on the occupied countries and Korea, was like lighting a candle in a darkened room. The very fact that more than 5,000 persons who are specialists in some phase of child care should assemble in the nation's capital solely for the purpose of implementing child welfare, is a great tribute to the democratic government of the United States. It was peculiarly ironical that the National Guard Armory in Washington was the only building large enough to provide suitable space for this great conference on peace and security for the children of the nation.

At the AFT booth the center of the display was a large scroll depicting the "Charter of the Rights of the Child" which was adopted at the meeting of the International Federation of Teachers' Associations in Amsterdam, Holland, in August, 1950 (see page 8). More than 2000 copies of the charter printed on a scroll as Christmas greetings were given out to delegates from the United States and from many other countries.

Irvin R. Kuenzli

Some 5,000 delegates, representing a cross-section of the national population, attended the 5th White House Conference on Children and Youth, December 3-7.

AFT Active at Midcentury White House Conference

MEMBERS of the AFT who accepted invitations to attend the Midcentury White House Conference on Children and Youth "were very vocal and effective" in their participation in this significant meeting, according to one of the AFT members reporting on the conference.

Representing the AFT as an organization were President John Eklund and Washington Representative Selma Borchardt. AFT Secretary-Treasurer Irvin Kuenzli represented the joint committee on international teachers' organizations, which is working to form a confederation to include the International Federation of Teachers Associations (IFTA), the International Federation of Secondary School Teachers, (FIPESTO), and the World Organization of the Teaching Profession (WOTP). Toni Sender, of AFT's Workers Education Local, was the sole representative of the International Confederation of Free Trade Unions.

In addition at least 23 other AFT members attended. Some represented State or Regional White House Committees, others were appointed by the governors of their state, and others represented labor bodies. The rest came as individuals. Besides Miss Borchardt, Mr. Eklund, and Mr. Kuenzli, four other AFT Executive Council members were at the conference; Arthur Elder, Veronica Hill, Ann Maloney, and Mary Wheeler. Other AFT members present were: Carl Benson, Toledo; Eliot Birnbaum, Syracuse, N.Y.; Ethel Brown, Springfield, Ill.; Evelyn Dickey, Wilmington, Del.; Ruth Dodds, Sacramento; Margaret Dunn, New Britain, Conn.; Edith Edwards, Detroit; Elizabeth Irwin, Connecticut State Federation of Labor; Lettisha Henderson, St. Paul; Mary Herrick, Chicago; Marie Clifford and Inge A. Hoem, Butte, Mont.; Layle Lane, New York City; Olga Madar, Detroit; Agnes Motyka, Washington, D.C.; Fritz Redl, Wayne University, Mich.; Margaret Root, Philadelphia; Florence Sweetney, Detroit; William Wattenberg, Wayne University, Mich.

The approximately 5,000 who attended the conference were divided among 35 or 40 different work groups. There was also a meeting attended by more than 500 educators, including a sizable number of AFT members. Among the AFT members who spoke at this meeting was Eliot Birnbaum, president of the Syracuse Federation of Teachers, who made a stirring appeal for democratizing our schools.

AFL-AFT RECOMMENDATIONS

A joint AFL-AFT statement distributed at the conference opened with an explanation of the basic philosophy of the organizations and contained various recommendations. These dealt with:

employment of youth

The part of this section which was concerned with apprenticeship programs and membership of young workers in labor unions was as follows:

"One program in particular offers great opportunities for young workers and that is the apprenticeship program. The apprenticeship system has been a means of training large numbers of young people, particularly for the more highly skilled jobs. It represents a significant contribution to the solution of the employment problem of young people and is generally regarded as the most satisfactory way to train young people for skilled crafts. Apprenticeship not only helps the young worker to enter a well-paying, satisfying occupation, but it also provides a means of supplying industry with badly needed skilled workers.

"These are special programs which should be encouraged to meet some of the special problems of young workers. However, in the main the welfare and living standards of young workers will be improved as the welfare and living standards of all workers are advanced. In this connection, union organization holds out great advantages for young workers. It insures them

good wages, reasonable hours, and decent working conditions. Just as important, it gives them, through participation in union affairs, a very practical training in the workings of our democratic institutions."

family income

It was pointed out that "without adequate family income, the child's development is frustrated, he is denied proper food and medical care, and his entire environment is warped by the family's struggle to maintain itself. . . .

"The attack on poverty must be made from many different directions. The main emphasis must be placed on the voluntary action of individual workers and their families. It is in this capacity that labor organizations have their primary function. Unions have been organized because workers as individuals do not possess the bargaining power necessary to win adjustments in their living standards. . . .

"While we stress this emphasis on voluntary methods . . . some features of the attack on poverty most readily lend themselves to legislative action either by Congress or by the states."

The recommendation was made that the nation's social security program be broadened "to provide greater family income when the wage-earner is either temporarily or permanently without full-time work."

housing

Six recommendations were made:

1. Maximum emphasis should be placed on maintaining adequate standards in both private and public housing construction. The present minimum standards of the Federal Housing Administration are completely inadequate for decent housing.

2. In order to provide much-needed housing for low-income families now living in slums, the 810,000-unit low-rent public housing program should proceed at full speed.

3. To meet the needs of millions of middle-income families who are ineligible for public housing but who cannot afford to pay current high rents and sales prices, a cooperative housing program should be developed specifically geared to the needs and income of middle-income families.

4. Our national housing program should meet requirements of families not only in every income group, but also in every type of commu-



President Truman's address to the Midcentury White House Conference, coming in the midst of the tense days of the meetings with Prime Minister Clement Attlee, gave dramatic emphasis to the importance of the Conference. The President impressed upon the meeting that "we cannot insulate our children from the uncertainties of the world in which we live or from the impact of the problems which confront us all. What we can do—and what we must do—is to equip them to meet these problems, to do their part in the total effort, and to build up those inner resources of character which are the main strength of the American people."

nity, rural and urban, and of families of every size from the largest to the smallest.

5. Since no housing program in itself can provide a desirable neighborhood "climate," the program of slum clearance and of urban development and redevelopment now getting underway with federal assistance should be an integral part of overall community planning.

6. During the present period of defense mobilization, the principle of providing housing for those in greatest need should be applied. In particular, there should be no cutback in the low-rent housing program, and a maximum amount of new housing should be provided for middle-income families. During this period the need for housing and other community facilities for war workers and their families moving into expanding centers of defense production should not be overlooked.

children of migrant families

Since special questions concerning the children of migrant families cannot be considered

in isolation, inasmuch as they are simply one part of the entire problem of migration and migrant families, these three recommendations were made:

1. Farm workers should be covered under the National Labor Relations Act, the Fair Labor Standards Act, and all aspects of the Social Security Program.

2. Federal funds should be provided on a grant-in-aid basis to counties, cities, and other local communities to provide community facilities, schools, health facilities, and, where needed, public assistance for migrant workers and their families.

3. The following steps should be taken to improve the education of children in migrant families: (a) shortened school terms in rural areas should not be permitted; (b) the practice of excusing children for employment in agriculture during certain periods of the year should be prohibited; (c) there should be further improvement of rural schools, with aid provided through federal funds; (d) rural schools in areas where there is a large concentration of migrants should be given specific federal and state aid in order to develop methods and materials specially designed for educating migrant children. To the extent that local school systems cannot provide adequate education for migrant children, federal funds should be used to set up mobile schools for them.

4. The Public Housing Administration should set up a division equipped with adequate funds and staffed by competent personnel to secure completion of the program authorized by Congress for loans to farmers and for public housing for low-income families in rural non-farm communities. The farm labor camps which are now under the administration of the Public Housing Administration should be improved and additional camps should be built in centers throughout the country where there are large concentrations of migrant farm workers.

prejudice and discrimination

Here are some excerpts from this section: "The effect of prejudice and discrimination in hindering the development of mature, well-adjusted citizens is too well known to require extensive comment. Adequate research data are available to indicate how prejudice not only deprives members of minority groups (children

and adults) of the chance to develop to their full capacity, but in addition also warps the thinking and activities of those whose minds prejudice has affected.

"In this critical period, there is a special compelling reason for working to eliminate prejudice. Our leadership in the international field and our activities in behalf of oppressed peoples throughout the world require that our domestic record be free from prejudice and discrimination which Communists are so eager to exploit.

"Our goal is simply equal opportunity for all to develop each to his fullest capacity regardless of race, creed, or color.

"We know that in this effort, success will come slowly, by evolution, not revolution. We also know that progress is being made; that, for example, educational and job opportunities for Negroes are constantly increasing and bringing with them higher living standards and greater security.

"The logical place for our efforts to center is on the many different educational, health, and recreational services provided for children. Anyone who has watched children at play realizes that a child's mind is completely free from any thought of prejudice or discrimination. Our efforts must be to allow the natural tolerance to develop instead of forcing prejudice upon the young mind."

aid to dependent children

It was recommended that the public assistance allowances for dependent children in families without adequate earnings be increased, and that the formula for distributing federal grants among the various states be changed in order to make it possible to raise the public assistance standards of the low-income states.

maternal and child health services

The recommendation was made that the proposal contained in Title VI of the National Health Bill providing for additional funds to carry on programs for maternal and child health care and for assistance to crippled children be enacted as soon as possible.

EDITOR'S NOTE: In our next issue we shall publish comments on the various work groups at the Conference by some of the AFT members who attended the meeting, and also some general impressions of the Conference.

Adopted at the annual convention
of the International Federation of Teachers Associations
at Amsterdam, Holland, August 1-5, 1950

A CHARTER of the Rights of the Child

1. The child has the right to be considered as a child without any discrimination as to its birth (legal or illegal), its sex, its language, its nationality, its race and color, its social conditions, its creed or its opinions.
2. The child has the right to be enabled to develop physically, intellectually and morally in a normal, healthful way in an atmosphere of liberty and dignity.
3. The child has the right to have the benefits of economic and social security. Even before its birth, its health must be protected in an appropriate way.
4. The child has the right to healthful food, clothing and lodging, and also to recreation and to games.
5. The child has the right to have the possibility to grow up in a friendly atmosphere of affection and understanding which will further the harmonious development of its personality.
6. The child has a right to peace. If the responsible adults are not in a position to assure peace, the child and its mother should be the first ones to receive protection and help, as in any situation which jeopardizes the welfare of the child.
7. The child has the right to receive an education which will give it harmonious and complete development of its faculties so that it may become a useful member of society. It has therefore a right to receive gratuitous instruction at all levels of education, the only criterion being its capacities. Its education must give it at the same time cultural background, guidance, and training for a vocation.
8. The child has the right to be protected against any form of neglect, cruelty, and exploitation. It must not be admitted to any employment which will hinder its instruction, harm its health or prevent its development.
9. The child which is suffering from a physical, mental or social deficiency has the right to receive the special treatment, education and care which its particular condition requires.
10. The child has the right to be protected against everything that might incite it to feelings of discrimination or hatred. It must be educated with the idea that it will attain its full unfolding and that it will certainly receive the maximum of satisfaction if it consecrates the best part of itself to the service of its fellow men in a spirit of brotherhood and universal peace.

EDITOR'S NOTE: *The International Federation of Teachers Associations is composed of national organizations whose membership is made up wholly or partly of teachers in elementary schools. Since the AFT includes teachers from all levels of the educational system, its representation in IFTA is proportional to the number of its members who are elementary teachers.*

Delegates from 18 organizations and 16 countries attended the meeting at which this charter was adopted. The organizations composing IFTA are in the following countries: Australia, Austria, Belgium, Denmark, England, France, Germany, Indonesia, Luxembourg, the Netherlands, Norway, Scotland, Sweden, Switzerland, Turkey, and the United States. It seems likely that the Japanese Teachers Union will soon join the organization.

Louis Dumas, one of the founders of the French Teachers Union and for many years secretary-general of the International Federation of Teachers Associations, tells the history of IFTA, explains its objectives, and describes its development from an organization devoted solely to peace to one whose motto became: "Education and peace through liberty."

The Story of IFTA

by Louis Dumas

President of the International Federation of Teachers Associations

THE stupid horrors of war led us in 1923 to try to bring together all the teachers of the world. This attempt was an act of faith in mankind. We sought world-wide cooperation of all workers, teachers included, so that the peoples would refuse their help to warmongers.

But this logical conception was not based on facts. The extreme diversity in the management of the teachers' organizations and of the workers' unions did not allow us to reach the indispensable universality.

In the meantime, a fanatical magazine, printed in the south of Germany, tried, through methods that are regularly used at the present time, to inspire teachers with distrust and hate, in order to defeat these first efforts toward reconciliation between the German and French peoples—a reconciliation which was, at that time, the essential basis on which to rebuild world peace.

In the face of the threatening danger we decided, with the help of German colleagues such as Anna Siemsen, Reinhold Lehmann, Kurt Adams, Kuchler, Elisabeth Rotten, and others, to counteract this propaganda of suspicion. On June 25, 1926, therefore, Georges Lapierre and I, delegates of the French Teachers Union (Syndicat National des Instituteurs), met George Wolff and Leo Raepel, delegates of the German teachers' organization, (the Deutscher Lehrerverein), at Amsterdam. For an entire day we endeavored mutually to compare facts with biased interpretations. The next day, at the headquarters of the Dutch Teachers Union,

LOUIS
DUMAS



in the presence of our regretted Dutch colleagues, Thijssen and Posthumus, agreement was reached and the International Federation of Teachers Associations (IFTA) was formed.

On the same day, in the office of Jan Oudegeest, General Secretary of the International Federation of Trade Unions, we prepared the constitution of a secretariat of the teachers' unions which were affiliated with their national labor organizations. Thus affiliation with IFTA was supplemented by affiliation with an international organization of teachers' unions, and there was a feeling of full friendship between the two organizations.

In this manner we planned to bring together all teachers wishing to assume their responsibilities in the building of peace.

Thus the creation of IFTA, this organization of the teaching profession, was prompted by our desire to prevent war. But as soon as the organization was constituted, it gave rise, from the mere fact of its existence, to a feeling of professional brotherhood and an understanding of the need to improve the status of the profession.

From these two deep feelings, which are the essential bases for all professional organizations, came, at the same time, a strong sense of solidarity and a desire to work together for the improvement of educational methods.

This solidarity led to continuous efforts in behalf of pupils, schools, and teachers. The desire to improve educational methods resulted in the promotion and progressive adaptation of a world-wide scheme for educational reform.

Finally our constant efforts to promote peace through a continuous examination of information began to counteract the tendentious and fallacious interpretations of facts. In this way we arrived at a reconciliation between German and French teachers, and between Bulgarian and Yugoslav colleagues, who until then had been deeply divided.

And all our annual conferences came to be animated by mutual confidence and sympathy.

our motto changes

In 1933, however, Hitler's dictatorship spoiled and ruined the Deutscher Lehrerverein, substituting for it a new organization controlled by the Nazi party. In August, 1933, therefore, at Santander, we expelled the delegates of the Nazi organization from our conference.

A new element, liberty, the defense of liberty, was just being added to our initial motto: "Education and peace." We were just discovering, through brutal facts, that education without liberty is but servile drilling, and peace without liberty is only cowardly slavery.

So we refused to bend before the tyrants and we openly acted in favor of their victims. For more than six years our International Relief Fund provided fraternal aid to all of our colleagues whom triumphant despotism compelled to escape from their countries along the paths of exile.

And our motto became: "Education and peace through liberty."

educational reform is accepted

It was through these experiences that we fixed and consolidated our position year after year.

Our scheme for a reorganization of public education is now accepted everywhere. In every country it is accepted that children must no longer meet the bar of poverty on the way to education. It remains to give to every person the kind of education suited to his aptitudes. Since 1946 we have been working to solve this problem.

In defense of the freedom of teachers, we drew up our World Charter for Teachers, which sets forth the rights of the teaching profession. Last year we added the Charter of the Rights of the Child. [See page 8.]

It has now become the responsibility of teachers in the promotion of peace to acquire accurate knowledge concerning the teaching profession in the different countries, as a basis for mutual understanding.

What has been the practical value of our work in behalf of schools and teachers?

We have no illusions. We do not believe that we can transform by the power of teachers alone the attitude and form of governments and the political regimes which in some countries the citizens themselves are not allowed to alter. But the recommendations that we suggest have the powerful though subtle radiation of all spiritual forces.

Likewise we do not deceive ourselves into believing that we can promote peace by the exertions of teachers alone. A tragic experience let us know that a country can prevent its territory from being invaded neither through teaching human brotherhood in the schools nor through the peaceful declarations of its teachers. We know that war, the latent causes of which are numerous, breaks out by a political decision that the school can neither alter nor postpone.

we continue our work for peace

Our ground is the spirit. Our action for peace consists especially in dissolving the distrust, fear, and blind hatred which create a climate and a mystic creed favorable to aggression.

Of course present circumstances restrict this mutual effort to counteract the poison of suspicion and fear. In certain countries the reciprocal exportation of thought is still controlled at frontiers, and compromise between some ideologies is fundamentally impossible.

We fully appreciate the difficulties of our task. Nevertheless, we work on. Is it not, indeed, the essential part of our job as teachers to train all of our pupils despite administrative obstacles, material difficulties, and many disappointing experiences?

We shall continue to say, like a great statesman of Holland in a stormy period of the past: "It is not necessary to hope to undertake, or to succeed to persevere."

Japan Moves Forward Toward Democracy

by Lt. Col. D. R. Nugent

Chief of the Civil Information and Education Section in Japan

MORE than five years have passed since Japan's surrender and Japan is more firmly occupied today than she was in 1945. But this is an occupation entirely unique in history for, under the magnificent leadership of General MacArthur, the Occupation has become one, not of force, but of the hearts and minds of the Japanese people.

This has come about, not through chance, but because of the vision and the faith of General MacArthur and those who have been privileged to serve with him. It has come about because the Japanese, too, have caught that vision and have responded magnificently to the faith placed in them.

From the outset there have been, even among our own people, the scoffers, the cynics, who prophesied failure; those who asserted that the minds and hearts of the Japanese could not be changed. There were those of small faith who jeered at what they called "visionary reforms" and claimed that Japan would never really change. The movements toward apparent democracy in Japan, said these gloomy prophets, were only the results of Occupation fiat and Occupation force; given the opportunity, the Japanese would discard democracy and turn against their benefactors.

I need not detail the progress made in economic rehabilitation, in political reorientation, and in social reform. These are matters of record and are well known. They are the developments which the scoffers claim will bog down or disappear entirely when the Army of Occupation leaves Japan.

But the proof is apparent to all (save those who would deliberately blind themselves to it) in the situation which has existed in Japan since the Communist invasion of the Republic of Korea. At the outbreak of this calculated and unprovoked attack, General MacArthur had four Army divisions in Japan. If the invasion, with its threat not only to a free Korea but to a free world, was to be stopped, it was obvious that American troops had to be sent to that area with the least possible delay.

gloomy prophecies proven false

Yet there were those, unfamiliar with the changes which had occurred in Japan under the Occupation, who feared even the removal of one division from that country. There were dire forebodings by uninformed critics as to what might happen in Japan were American troops even alerted for action in Korea. There was concern for the physical safety of American wives and children; democratic reforms, it was said, would topple without the presence of the American military; there would be labor troubles throughout the country; Japanese Communists or other subversive elements would incite nation-wide riots or even violent revolution.

General MacArthur's faith in the Japanese people was unshaken by these gloomy proph-

EDITOR'S NOTE: Lt. Col. Nugent came directly from Japan to deliver this address at the conference on the occupied territories, held in Washington, D.C., Nov. 30 and Dec. 1.

ecies. He alerted and moved not one, but all four of his divisions to Korea; all that remain in Japan today are administrative and house-keeping forces.

And what has been the result? Where are the cases of violence directed against Americans in Japan? I can say, and the record will bear me out, that an American man, woman, or child is as safe, day or night, on the streets of any Japanese city as he is in the United States.

democratic reforms accelerated

Have the democratic reforms toppled, as prophesied? On the contrary they are moving forward at an accelerated pace. Local governmental agencies, the well-spring of democracy, are accepting and carrying out in a commendable manner new and increased responsibilities. On the part of the average citizen there is greater interest than ever before in political, economic, and social rehabilitation and reform. In the face of great economic difficulties, the Japanese people have included in the budget proposed for the next fiscal year an allocation for education greater by far than in any previous year.

Labor disputes, instead of increasing, have reached a new low. There has been not a single strike on a national scale, and the number of man-hours lost in local disputes has decreased rather than multiplied.

Japanese boys as young as two years old like to have baseball uniforms to wear in playtime.

ACME PHOTO



Communists, a vociferous and still legal minority, have been loud in their support of the Cominform and have attempted to subvert labor and intellectual groups—their tactics differing not a whit from those of Communists in the United States and elsewhere. But this vicious minority has been repudiated on every occasion by an overwhelming majority of the Japanese people, the most recent occasion being that of the nation-wide elections for school boards early this month, when the Communist Party entered more candidates than any other single party and elected not one! The few cases of Communist-inspired rioting have been handled easily by the local police, and with little violence. Communists, wherever they may be, constitute an ever-present threat to peace and order, but they offer no threat of revolution in Japan.

However, there is an even more positive side to this picture. It is one thing for the Japanese to go about their business in an orderly and peaceful manner, to continue to build a democratic state. But what of their attitude toward the present struggle between the democracies of the United Nations, on the one hand, and the totalitarian governments which compose the Communist bloc on the other? In assessing this attitude it must be remembered that Japan has renounced war and a military establishment in her Constitution. It must be remembered that Japan's geographic position makes the threat of Communist aggression a very real one. And it must be remembered that Japan's pre-war trade was oriented toward areas now largely dominated by Communist regimes—and trade is a potent influence on political relationships.

UN action in Korea supported

Yet there has been never a doubt as to where the sympathies of the vast majority of the Japanese lie. With the exception of the organs of the Communist Party, every newspaper in Japan, large and small, has supported editorially the United Nations effort in Korea. A nation-wide public opinion poll conducted by the Asahi Newspaper revealed that 57% of the Japanese believe that Japan should cooperate with the United Nations in connection with the Korean incident, 34% "did not know," and only 9% replied "should not cooperate." And 28% of this latter small group gave as a reason

for their answer, "Japan has not yet reached the stage for cooperation."

blood and gifts contributed for UN troops

But there are other and even more important indications of support which cannot be measured statistically but which are written on the hearts of the Japanese. When, in the early days of the Korean conflict, the demand for whole blood was so critical that the Blood Bank in Tokyo was exhausting every resource to meet it, the Japanese insisted that they be allowed to contribute. True, they were apprehensive of the amount of blood drawn from a donor, since it was much more than Japanese medical practice allows, but they were even more apprehensive lest they be denied an opportunity to participate in this united effort to support a free world. And when the doors of the Blood Bank were opened to them, they came in ever increasing numbers—from members of the Imperial Family, from important governmental agencies, and from humbler walks of life.

There was the case of the Japanese army veteran. He had lost an arm at Bougainville and was taken prisoner. His life was saved by transfusions of American blood. Democracy had become a reality to him and he was ready to support it. So he travelled all the way from Kyushu, at the southern tip of Japan, to Tokyo, to make his contribution to the United Nations effort. There was the Japanese widow who had lost her son in the war but felt that she had gained a new conception of life in post-war Japan and wanted to help the nations that had made this possible. Numerous other cases could be recounted—some pathetic, some inspiring, but all characterized by the spirit which has become so much a part of the Japanese.

There are the thousands of Japanese who visit the hospitals to bring gifts, however humble, to the United Nations wounded. There are those who sew bandages and kit bags, either in small groups or under the direction of the Japanese Red Cross. And there are the thousands of members of the Japanese Junior Red Cross who contribute their efforts. Not the least of their projects was that of making more than 100,000 Christmas cards to insure that the United Nations troops in Korea would have at least one card each to send to their families.

There are the official statements supporting the United Nations effort of Japanese govern-

mental agencies—the White Paper of the Japanese Foreign Office, the resolutions adopted unanimously by prefectural assemblies. There are the publications of the United Nations Association of Japan and numerous other organizations.

new vision grasped

All of these things and many more are evidence that something has happened to the hearts and minds of the Japanese people, something not achieved with bayonets, something that need not be supported with troops. The Japanese people have seen and grasped a new vision and they have aligned themselves with those nations of the world which are attempting to make that vision universal. They may not understand every facet of democratic theory and practice—and which of us does?—but in five short years they have caught the spirit which undergirds it.

God willing, under the inspiring leadership of General MacArthur, the new Occupation of Japan will go forward until the Peace Treaty—an occupation of the hearts and minds of the Japanese people.

Japanese Teachers Union Numbers 50,000

Additional information concerning the progress of democracy in Japan was sent to AFT Secretary-Treasurer Irvin Kuenzli by Seido Onishi, vice-chairman of the Japanese Teachers Union. In a letter dated November 6, 1950 he wrote that 500,000 Japanese teachers belong to the teachers' union. He expressed the desire of the organization to cooperate with teachers' organizations throughout the world and to join an independent department for teachers in the ICFTU (International Confederation of Free Trade Unions).

Mr. Onishi reported that Mr. Kuenzli's convention report entitled "The Union in Action in 1949" has been translated into Japanese and is being distributed to all members of the Japanese Teachers Union.

He voiced the hope that he may visit the American Federation of Teachers.

Coal Mining—A New Course in Du Quoin High School

by R. P. Hibbs

Principal, Du Quoin Township High School, Du Quoin, Illinois

THIS FALL, following a policy of offering a school program that will be of practical value to the students and the community, the Du Quoin Township High School is presenting a course in the science of coal mining. Du Quoin High School is the first school in the state of Illinois to offer such a course. The project is the result of nearly six months of careful investigation and planning, including conferences with local mine officials and labor unions, state educational authorities, and the University of Illinois School of Mining, as well as a study of similar programs in a few Ohio and Pennsylvania schools.

After investigating local facilities and the school curriculum, the school board consulted the presidents of three local miners' unions and obtained their advice and opinions. These men cooperated willingly in the efforts to make the program a success. Long conferences were held also with several officials of mines in the area. They, too, gave full support and offered continued assistance.

expert advice is obtained

The purpose of these meetings was to get expert advice about what should be taught, what materials and assistance would be available in the area, and what services the school would be rendering to its pupils, to the community, and to the mining industry and workers. As a result of these conferences it was decided that a good background course would contain units on the following: geology and the formation of coal, mine surveying, mine gases and their control, ventilation, tracks and transportation, explosives and blasting, mine

timbering, drainage and pumping, mine electricity, mine machinery, preparation of coal, chemistry and heat value of fuels, first aid.

It is not the intention of the school to try to turn out expert mine technicians, but rather to give its young men a general background of learning that will provide for their safety and make them more skillful so that they will be able to move up more rapidly into many of the excellent positions which mining affords.

the teacher has first-hand mining experience

The course meets a real need in the area. In a survey made by the school in the spring of 1949, the data showed that 51% of the parents of the 400 students in the school were associated with mining. Each year many of the school's graduates accept positions in the mines, and the board hopes to give these young men a valuable background for their work.

The course is open to junior and senior boys and carries full credit in science, with the same academic rating as any school course. In the future, should it seem advisable, the course may be extended to two full years. It is taught by a regular science teacher whose scientific and educational background prepares him for it. To get actual first-hand experience in the many phases of modern complicated and efficient mining he spent the summer at one of the new mines in the area.

To our requests for advice and opinions we have received most encouraging responses from state and national school authorities. Mr. L. B. Fisher, of the North Central Association of Colleges and Secondary Schools, wrote: "This would seem to be one very excellent way for

your high school to meet one of the needs of the community which you serve. I am very enthusiastic about your proposal and sincerely hope you will be able to follow through on it. We are very much interested in your progress with this most commendable proposal."

Harold Trimble, of the University of Illinois and a former examiner of state high schools, stated: "I am most interested in your new course. If properly organized and taught, it will be a splendid addition to your curriculum. I have never been able to understand why our high school boys and girls are denied the chance to take the kind of course that will be most helpful to them in the work they plan to do on leaving school."

Mr. Huston, an associate director of the Illinois School Curriculum Program, said: "Your entire proposal seems to be in line with the basic assumptions of the Illinois Secondary School Curriculum Program in that it is, first,

the result of local needs; second, designed to help certain students become occupationally adjusted; third, developed with the aid of laymen; fourth, in every sense a 'grass-roots' development."

Lloyd Trump, of the University of Illinois College of Education, stated: "Your proposed course is most interesting and worth while. It certainly represents an effort on the part of the school to make curriculum adaptations to needs."

The head of the department of mining at the University of Illinois, Mr. H. L. Walker, said: "Your news is extremely interesting. We shall make our department available to you and will be happy to have your instructor attend our Mining Careers Conference in June."

Reactions from four Ohio schools which offer a similar course are likewise encouraging. Several have written that the course has proven so satisfactory that it has been extended to a

The boys, in regular mining regalia, are underground in the New Kathleen Mine, where they are examining a multiple-shooting Airdox Valve. This valve is used for loading compressed air shells which are used instead of dynamite in blasting coal.





The class examines a cutting machine which is used, before drilling and blasting, to make an undercut in the coal vein in order to have better control over the area of the blast. The mine in which this photograph was taken is in Du Quoin, Illinois.

two-year course. Superintendent Wilson, of Mt. Pleasant, Ohio, wrote: "Our four-year trial has proved the value and benefits of the course. Students are interested and are doing problems in chemistry, physics, and mathematics that they would otherwise never do. It has been enthusiastically received by the homes and the companies."

the school prepares for practical living

The school board of Du Quoin has planned unceasingly to make its high school a real preparation for practical living. It realizes that it must prepare twenty percent of its pupils for college, but that most of the remaining eighty percent will go to work immediately after leaving school, and a very large percent will marry quite soon and make homes of their own.

The school, then, faces a heavy challenge: it must give its students the basic learning skills, prepare them for democracy and citizenship, care for their mental and physical development, their attitudes and ideals, provide recreational activities, and help prepare for home life, for work, and, above all, for living in their own community. A good city must so prepare its youth that they will want to live in it and

improve it. Only by keeping its best young people at home and encouraging all its future citizens to render real service to their community can a city guarantee its future.

With these objectives in mind, the Du Quoin Township High School is carefully and constantly modifying its curriculum. The task is an imposing one; but the objective is better citizens, more useful to themselves and to their community. All the school courses keep this in view, and special courses are aimed at the specific problems of our own area. That is why the school offers three years of homemaking, three years of agriculture, three of industrial arts, an occupations course in which students learn while actually working in local establishments, and courses in family living, community living, psychology, and sociology. The aim is to help the student to understand himself and his capabilities, to help him to live in his fast-moving modern world, and to prepare him to live best in the community in which he is most likely to make his home.

Obviously, the school does not think it finishes this huge task. It tries, however, to give the young people a good start.

EDUCATION NEWS DIGEST

AFL urges reserving television channels for education. Appearing before the Federal Communications Commission on December 6, George Meany, AFL secretary-treasurer, requested that a specific percentage of television channels be reserved for the exclusive use of education.

"Through the development of radio and television, the possibilities for providing educational services and information for millions of people have been tremendously expanded," he said. "Through their more efficient utilization, information can be taken directly into the homes of shut-ins, into schools and colleges, to the young, to the old, to the housewives and to the many millions who, in the ordinary course of events, would not be able to take advantage of the facilities offered by our educational institutions

"It has frequently been said that in spite of the many avenues of communication that have been developed in the modern world, we continue to be poorly informed on many vital problems. We believe the best way to guard against this is to give every possible assurance that the avenues of communication are made available to all groups in society. It is important for members of labor organizations to obtain information regarding the problems, conditions of work, and viewpoint of farmers, businessmen, housewives, and governmental and professional leaders. It is no less important that members of such groups should have the opportunity to learn of the experiences, problems, conditions of work, and aspirations of the sixteen million members of organized labor.

"The interests of labor and the interests of the broader community are for the most part identical. It is essential in these days ahead that our common interests should be emphasized and the basis of our differences be understood

"We, of the American Federation of Labor, feel that this new and powerful medium should not be handed over entirely to the advertising industry for exploitation as a sales medium. The Government owes a greater obligation to the American people. The Federal Communications Commission is the sole guardian of their rights. It should protect the nation's children

and its grown-ups from the over-commercialization to which they are now subjected. We want our children to learn more from television than singing commercials.

"Labor also wants to see the facilities of television made available for the presentation of various points of view on national problems. Existing television stations have failed to provide that kind of forum.

"That is why I have come here today, on behalf of the eight million members of the American Federation of Labor, . . . to urge this Commission to reserve television channels for the exclusive use of educational institutions. The home life of countless American families and the educational opportunities of generations to come will be affected by your decision now."

Learning by telephone. Two hundred fifty-five dental societies and study clubs in the United States and Canada are taking advantage of a new idea in education—instruction by telephone—to keep their members posted this winter on current advances in dentistry. The unique program originates in Chicago, where it is transmitted one night each month by the University of Illinois College of Dentistry.

More than 9,000 dentists in 46 states and in seven provinces of Canada hear the two-hour telephone broadcasts, which started on Monday, November 13, and are continuing monthly through March. Six outstanding dental and medical scientists who are associated with colleges and universities participate in each session. They convene in a lecture hall located on the University of Illinois campus.

In transmitting the lectures, telephone contact is made between Chicago and the hotel or assembly hall in all cities in which the participating dental societies are located. This telephone presentation is then "ballooned" over a loud speaker to the audience in each city. Technical arrangements are carried out by the American Telephone and Telegraph Company.

The University of Illinois has pioneered in the telephone transmission of courses during the past three years. The original experiment resulted from a request by a Scranton, Pa.,

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dentist, Dr. Saul Levy. Dr. Levy wanted to enroll in a postgraduate course which was being offered by the University in November, 1947. Despite his desire to enroll, however, he felt that he could not afford to be away from his family and his dental practice. So he asked the University to transmit the lectures by telephone to the Pennsylvania city. That experiment proved successful, as Dr. Levy and 19 other dentists who heard the broadcast reported that they did not miss a word.

Several other postgraduate courses were offered by telephone on a limited basis before the University embarked on a national program. Enrollment for the 1949-50 course included 163 dental societies and study clubs. This year's program is the most extensive of its kind ever undertaken in professional education.

This type of instruction has proven especially advantageous to dentists in small communities and to those in areas distant from educational centers.

UNESCO-CARE Children's Book Fund. Children's books, to help promote understanding among the children of the world, are being sent abroad through the UNESCO-CARE Children's Book Fund program, which began its nationwide promotion December 1, 1950.

Available in five separate packages of \$10 each or as a complete bookshelf totaling \$50, the books are prepared for shipment in two groups—one of picture stories, the other of books for young people who have learned to read English.

The Children's Book Fund was developed cooperatively by the American Library Association, the National Congress of Parents and

Teachers, and the Association for Childhood Education International.

The purpose of the UNESCO-CARE Children's Book Fund program is to share American children's books with children in other countries, to help increase both international understanding and an understanding of America through books, to open up additional contacts between groups of children in the United States and in other countries, and to provide interesting reading opportunities for young people who are learning English as a second language.

Donors who send contributions of \$10 or more to the Children's Book Fund may specify the country, among the 24 in which CARE operates, and the type of institution to which the package will be sent. Libraries, elementary or secondary schools, children's villages, orphan homes, or teacher training institutions may be designated. Packages will not be sent to individual children. A receipt bearing the name and address of the recipient institution will be sent to those donating a package.

The lists of books to be included in the packages have been compiled by the International Relations Committee of the American Library Association Division for Children and Young People, under the chairmanship of Margaret C. Scoggin. Nonprofit CARE is able to buy, ship and deliver the books at the lowest possible cost because it receives special publishers' discounts, ECA ocean-freight reimbursements, and a customs-and-duty free guarantee from foreign governments.

Included in each package will be a printed letter relating the desire of U.S. children to share their books with boys and girls in other countries. Return letters will be invited from the children overseas describing their books, their homes and schools and their activities and interests. A special UNESCO-CARE Children's Book Fund bookplate will be placed in each book.

The Book Fund is an answer to the long continuing pleas from the children in both this country and abroad to find a way of sharing U.S. children's books with the boys and girls of other countries.

Contributions should be sent to CARE, INC., 20 Broad Street, New York 5, N.Y., or to regional CARE offices.

by Adrienne Tassler
Labor Information Staff Writer, ECA

Thailand—Free Labor Watches Developments There

Thailand (Siam) was one of the first countries to give support to the UN forces in Korea. Its offer of 4,000 troops came shortly after the North Koreans opened their attack.

AN orchid-shaped little country of canals, emerald Buddhas, marble temples, floating markets, overflowing rice fields—this is “home” today to a small contingent of crusading Americans from many walks of life. Eight or ten Americans—with more to come— have just established a Marshall Plan mission in colorful Bangkok, capital of Thailand, “home of the free.” U.S. Government officials are watching closely developments in this great rice-producing area, which is strategically placed east of Burma and west of Indo-China.

Also keenly interested in this country are American labor leaders and free trade unionists in other parts of the world, who hope that one of Thailand's principal labor unions will shortly qualify for membership in the ICFTU (International Confederation of Free Trade Unions). The Thai Labor Union, organized in the spring of 1948 and claiming a membership of some 40,000 workers, applied for admission to the ICFTU in the fall of 1949. The plea was denied because many of the union's officers held government posts. Now, however, the union is reorganizing.

The other large labor union in Thailand is affiliated with the Communist-led World Federation of Trade

Unions. Its membership is made up predominantly of Chinese.

The small country—not quite the size of Texas—is one of four in Southeast Asia where the Marshall Plan has just begun to function. The others are: Indo-China, Burma, and Indonesia.

What is Thailand like? What conditions do Americans find there?

Also known as Siam, the country is the only nation in Southeast Asia which can boast of independence throughout the modern period—save for the brief interval of Japanese occupation.

One great asset is Thailand's food surplus in the midst of an area of great hunger and famine. Rice is abundant. Dozens of varieties of fish swim the waterways. Shrimp and lobster can be pulled from most streams. Fifty kinds of delicious fruit are available.

Thailand would profit from a program of technical assistance for economic development and encouragement of broad-scale capital investment.

UNATIONS PHOTO





A favorite Sunday trip is a visit to one of the famous temples. This is the Wat Pra Keo, within the palace walls.

☆

The government, a constitutional monarchy, is friendly toward the West. In December, 1946, it was admitted to the United Nations.

The Siamese comprise some 93 percent of the population of 18 million and are engaged primarily in agriculture. The Chinese constitute about five percent of the population—the largest foreign element—and control most of the non-agricultural pursuits.

The people, for the most part Thai-speaking and descendants of settlers from the old Kingdom of Nanchao in what is now Yunnan, are individualistic, pleasure-loving, and cheerful in disposition. They are fond of those who make them laugh.

They find even their religion enjoyable. The temples are brilliant in color and garnished with imaginative sculpture. Their famous Emerald Buddha stands on a golden throne and is carved out of an emerald-like jasper. The Siamese treat the Buddha as a person, changing his garments and his jewelry and bringing him a variety of precious gifts.

Despite the many agreeable aspects of Thai life—the magnificent buildings, the plentiful rice crop, the gaiety of the people—much remains to be done to improve the standard of living of the people and thereby to contribute to the stability and prosperity of other countries in Southeast Asia.

Many economic development programs are hampered by a shortage of technicians, both skilled and semi-skilled. In many areas of the country, resources are not fully used because of inadequate transportation and power. Malaria and other epidemic diseases sharply damage the effectiveness of workers in many areas. Limited vocational training hampers the effectiveness of a good part of the population. Irrigation should be improved. Ports need dredging.

These are some of the projects being undertaken with U.S. dollars—and U.S. manpower. We hope and expect, says Allen Griffin, chief of the Marshall Plan's Far East program, to benefit this country immensely.

WHY JOIN THE TEACHERS' UNION?

by MAY DARLING, Local 111, Portland, Oregon

ONE main reason for Portland teachers joining the Union is the fact that it is a classroom teachers' organization not controlled by administrators. This is the conclusion to be drawn from replies to a questionnaire sent out some months ago by a student at Lewis and Clark college in preparation for a report in an education class.

The questionnaire was mailed to about 100 Union teachers, selected at random from the membership roll and, therefore, probably was a good "spot survey" of the opinions of the members.

Inasmuch as the replies were unsigned, they undoubtedly indicated the honest opinions of those who returned them.

Of those who replied to the questionnaire, 64.4% gave as one of the advantages of the Union the fact that "it is teacher controlled and not dominated by administrators." The Union, one teacher said, provides a place where teachers "can speak freely about their bosses."

Teachers also like the Union because it concerns itself with teacher welfare and because it gets results. One member said she joined because she was "searching for association with an effective, active organization, working for improvement of educational facilities and better working conditions for teachers." Another wrote: "It (the Union) gets things done—believes in action rather than words. A pressure group with a little pressure. It has backbone."

Some teachers join the Union because its members have courage. One stated that she wanted contacts "with other courageous, alert, social minded teachers." A male member of the organization wrote, "It is the most progressive, vigorous and intrepid organization in the profession." One of the "gentler" sex was not sure that the Union is as "genteel" as some other organizations but, she said, "it has more guts." Another thinks that the Union "is the only organization of teachers not afraid of their shadow."

58.1% of the answers showed that members are aware of the advantage of affiliation with

labor. The help given the schools by labor unions was stressed by some teachers; others think it is important for teachers to understand "the problems which affect the whole of society" and that affiliation with labor is a step in this direction.

The fact that both high school and elementary teachers belong to the Union was cited as one of its advantages in 34.9% of the replies. "It unites," one member said, "both high school and grade teachers who would otherwise belong to two separate and frequently antagonistic groups." Another pointed out that in the Union "both high school and elementary teachers work together without friction."

A number of members called attention to the clear cut set of principles which guide the activities of the organization. One stated that it has "a definite philosophy—a basis on which decisions of policy are made rather than on the seeming expediency of the moment."

are teachers' unions "professional"?

Of course not all Portland teachers agree with the views expressed by Union members. To get the opinions of the opposition, the student at Lewis and Clark sent another questionnaire to non-union teachers, the names also selected at random from the school directory.

More than a third of those answering this questionnaire thought that joining a union would be unprofessional. Replies did not reveal whether these teachers attempted to define the word "unprofessional." It did not show whether they asked themselves whether men like John Dewey and George Counts are unprofessional because they belong to teachers' unions.

Some teachers just naturally don't like unions; some don't mind unions in general but think it is "unethical" for teachers to be affiliated with other workers. When these people know more about labor and its role in the modern world, they will probably change their minds and say, as did one of the Union members, "Once I, too, said 'I'll never belong to a union' but now I'm proud to be a member."

From the bulletin of the Portland Teachers Union

"The purpose of the Conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development."—*The Midcentury White House Conference on Children and Youth.*

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

The president of the American Medical Association in a post-election statement revealed that in an advertising drive two weeks before election the organization spent \$1,110,000 to defeat supporters of the national health insurance bill. The AMA bought advertising space in every daily and weekly newspaper in the country, in 30 national magazines, and on 353 radio stations. The organization has a "war chest" of \$3,600,000 and will continue its campaign till 1952.

Many Southerners, realizing the low per capita income of the South and the high cost of equalizing their dual educational system, are expressing in their press the opinion that Negroes are entitled only to such schools as their own tax payments will provide.

In Bridgehampton, Long Island, two children of migrant farm workers, living in a former chicken coop, were burned to death. The fire revealed that 14 persons were living in the coop, which had only one small exit. Coops, storage sheds, and shacks are the usual living quarters on the smaller farms on Long Island. There are no electric, gas, or sanitary facilities available for the migrants, and very few opportunities for recreation, education, and church life.

In reply to Governor-elect Byrnes' statement that "there will be no room for a government presided over by a Grand Dragon or a Grand Kleagle" after he assumes office in January, Grand Dragon Thomas Hamilton of the South Carolina Ku Klux Klan stated in a letter to the governor-elect and other public officials: "I am satisfied that if you had made that statement before you were elected, you would not be the governor."

Farm Labor News, published by the National Farm Labor Union, reports that minimum wages in the sugar industry, as required in government contracts entitling sugar producers to a subsidy for planting within the quota, are 25 cents an hour in Puerto Rico, 50 cents an hour in Florida, and 60 and 65 cents elsewhere in the United States.

CREDITS +

In the last 20 years donations for charity rose from \$1,200,000,000 in 1929 to \$4,000,000,000 in 1949, according to a survey of philanthropy prepared for the Russell Sage Foundation by Dr. Emerson Andrews. Low income groups contributed 60% of the total. Among all classes reporting contributions, the lowest rate of giving was among those with net incomes of \$10,000 to \$20,000 (1.9%), while the highest was among the \$3,000 group, who gave 2.4%.

On United Nations Day, the "Prins Willem III," loaded with 60 carloads of food contributed by midwestern farmers, set sail from Chicago for European ports. This shipment, secured by the Christian Rural Overseas Program (CROP), is the first this season, and is to be followed by others which will be taken to all parts of the world.

The National Film Committee of the Association on American Indian Affairs says of *Broken Arrow*: "For years the films have shown all Indian wars as a contest between murderous red savages and heroic white men. Now at last *Broken Arrow* shows honestly what happened on both sides in the Great Apache War. Stereotypes are discarded and Indians and whites emerge as human beings: cruel, frightened, courageous, kindly..."

The *Seattle Sunday Times* of October 1, 1950, gave a two-page spread to the work of the Seattle Urban League, one of the 44 members of the city's Community Chest. "The photographs," states the newspaper, "illustrate some of the many areas where Negroes are contributing to the economy of Seattle. There is more awareness today of the role which the Negro can play in the life of the community."

In the election of Nov. 7, South Carolina voted to eliminate the poll tax as a requirement for voting. Rhode Island voted for suffrage privileges for Narragansett Indians, and Idaho approved full citizenship for Indians in that state.



by
Meyer Halushka

Local 1, Chicago

LABOR NOTES

Rural electrification: co-op success story

Cooperative News Service: Fifteen years ago, F.D.R. set up a lending agency to "make work" by getting electricity to the 90% of U.S. farms without it. Today 8 out of 10 of all farms are using electricity. In the near future, practically every American farm will be electrified. Co-operatives, borrowing funds from the government, did a big part of the job.

These 976 rural electric co-ops, plus some other scattered REA borrowers, have put nearly a million miles of power lines into operation, serving more than three million rural consumers. New consumers are being added at the rate of 1 every 15 seconds. Last year the co-op connected 77% of all farms electrified. But there remains a big job to get service to the million farms and hundreds of thousands of other rural places still without it.

The government neither owns nor operates the REA lines—the farm people do. REA has lent to the co-ops and others nearly \$2 billion to get the power job done, and nearly \$360 million more in loan applications are on hand. The co-ops have paid off their loans on schedule—in fact, more than \$20 million in advance payments have been made. The co-ops bill their members for only enough to cover the cost of service plus regular payments on the REA loan. As the loan is paid off, members are credited with their proportionate equity in the system. When the debt is paid off entirely within the 35-year amortization period, the members will own their power facilities outright.

Electrification has worked tremendous changes in rural life. It is estimated that for every dollar invested in rural power facilities, the farmer invests an additional \$4.50 for wiring, plumbing and electrical equipment.

So this job of co-op-government partnership is a big boost for all the nation's business—and a mighty good investment of the people's credit.

The co-op movement in 1949

Although most of the regional co-operative wholesales made progress in 1949, some declines in business and earnings were reported.

Credit unions uniformly showed increases in membership, business, and assets. Retail and wholesale co-ops found operating conditions more difficult in 1949 than in previous years. Higher operating expenses and lower retail prices resulted in reduction of operating margins and some associations ended the year with a loss.

Several new medical and hospital care associations on a cooperative basis were organized in 1949. The most successful of the established groups are the Group Health Association, Washington, D. C.; Community Hospital, Elk City, Oklahoma; and the Group Health Co-operative of Puget Sound.

Housing co-ops have not fared well, chiefly due to the failure of passage of the "middle income" housing bill. Of the 50 associations still in existence in 1949, with 20,000 dwellings planned, only 1,826 were constructed. Noteworthy was the construction of the Hillman Co-operative Apartments by the Amalgamated Clothing Workers of America to provide homes for nearly 800 families.

Organized labor has shown increased interest in the development of cooperatives. The Council for Cooperative Development, a joint labor cooperative organization to promote consumer cooperatives in cities, numbers 13 international labor unions, affiliated with either AFL or CIO.

Shop stewards in British trade unions

In Britain, most trade unions have in each place of work representatives who are commonly known as "shop stewards." They have four main functions—organization, negotiation, information, and supervision.

They recruit new members and check on memberships and dues. They handle grievances and negotiate bonuses and rate of pay for piece work. They keep the membership informed of union policy and program. They assume responsibility for the carrying out of labor-management agreements.

Stewards are usually elected by the union members in the plant or department. Many unions provide for specialized training of shop stewards and encourage their enrollment in labor colleges.

French teacher praises American trade unions

"The most miserable of the colored workers in the United States knows a liberty and a security undreamt of by those who are 'building socialism' in the same way as others 5,000 years ago carried the stones of the pyramids."

That is the final tribute in an article written by Roger Hagnauer, member of the French Workers Education Team to the United States, for the monthly magazine, *La Revolution Proletarienne*, under the title "Six Weeks in the U. S. A.—Facts Too Moving to Digest." [Among the unions which he visited was the AFT.]

Hagnauer, a leader of the teacher's union of the non-communist CGT-Force Cuvriere, makes a penetrating analysis of the trade union situation in the United States directed toward making French workers understand that life in the United States is better than life under a dictator, be he Stalin, Hitler, or somebody else. For example, he says:

"It is childish to pretend to adopt American ideas, for there are no American ideas. There is only the American form of life. One must experience it before feeling a determining influence. This Empiricism—misjudged by so many—appears to me as the most striking expression of liberty—real liberty, that which is true power and not a formal right."

Terre Haute Advocate

Opportunities in workers education

The trade union movement needs teachers. Unions want their members to acquire through study and training greater ability to participate effectively in the activities of the union and the community. They want to develop skilled and competent leadership.

Some forty unions employ educational directors or directors of research and education. Both the AFL and the CIO maintain national departments of education and research. The Workers Education Bureau, directed by John D. Connors, is now incorporated into the AFL Education Department. There are also independent national organizations such as the American Labor Educational Service, with Eleanor G. Coit as director.

For many years, resident summer schools offered short courses for workers. Among the more successful and outstanding labor summer schools are: Wisconsin School for Workers, which has just recently observed its 25th Anniversary; Hudson Shore Labor School; Southern School for Workers; Highlander Folk School; Georgia Workers Education Service; and Summer School for Workers.

An increasing number of universities and colleges have established departments of labor education, or labor-management institutes. Roosevelt College in Chicago, Cornell University, the University of Illinois, the University of Wisconsin, and the University of Chicago have maintained and expanded programs in workers education (See cut).

The International Ladies Garment Workers Union (ILGWU) has established a twelve-month Training Institute, under the direction of AFT Vice-President Arthur Elder, to develop professional trade union personnel.

Chief qualifications for teachers who desire to work with labor groups are:

1. Union experience.
2. Faith in the labor movement and the democratic way of life.
3. Social vision.
4. Ability to work with adults in a cooperative and sympathetic manner.

The labor movement offers challenging opportunities to teachers for educational pioneering.



AFL members attend a recent meeting of the second Union Officers' Program, offered at the Downtown Center of the University of Chicago. Among them is Marie Manning, of the Chicago Teachers Union, AFT Local 1.

\$100,000 given to Harvard for union training program

Announcement of a \$100,000 fund to support Harvard University's trade union training program and to honor Clinton S. Golden, ECA labor advisor, was interpreted by leaders in labor and management as a significant recognition of the marked progress made in developing good labor-management relations during the last decade.

The announcement was also received with enthusiasm by representatives of labor and management from European countries who have attended the advanced management and trade union programs of Harvard Graduate School of Business Administration and who have since been urging establishment of similar courses in European universities.

Bert M. Jewell, ECA Advisor (AFL), in applauding the honor extended to his associate, said:

"This type of educational work, valuable as it is to improvement of labor-management relations in the United States, has been intensely interesting to the European technical assistance teams that have visited the United States. When government funds are no longer available for facilitating exchange of personnel between the United States and Europe, we expect the educational institutions of the country to carry on this work for better international relations. That is especially the hope of those independent and AFL railroad unions that have been working with diligence to establish better relations

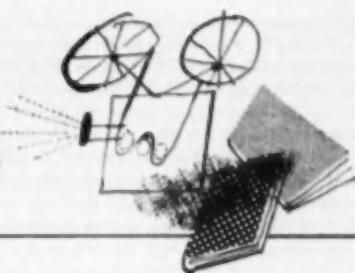
and better communications with the railroad workers of Europe."

"It is gratifying," said Mr. Golden in Washington, "to realize that some anonymous person appreciates what we have been doing at Harvard to such an extent that he gives \$100,000 to have the work continued. This year we have 150 men from industry getting advanced training in management and nine trade unionists getting similarly intensive training in administrative responsibility in trade union activities. Each course runs thirteen weeks. Three times a week the two groups meet together to discuss mutual problems of labor-management relations.

"While this work is no longer news to many persons in the United States, Europeans taking the courses have been amazed at the way this approach to labor-management understanding works—the absence of social or economic distinctions between the two groups, the free and frank discussions, the conviction that solutions to economic and industrial problems must serve the interests of the public as well as industry and labor. This approach is not unique to Harvard; many other institutions, practical as well as academic, have similar programs. All of them, in my opinion, are showing the world how free institutions can work together to defeat the efforts of Soviet communism to enslave the world.

New Jersey Labor Herald

BOOKS AND TEACHING AIDS



guidance materials

HOW TO ORGANIZE YOUR GUIDANCE PROGRAM

By EDGAR L. HARDEN. *Science Research Associates*, 228 S. Wabash Avenue, Chicago 4, Ill. 70 pp. \$1.50. 20% discount on orders of 15 or more.

This new handbook on guidance practices is designed for teachers, counselors, and administrators working in that field. The author is Associate Professor in the Institute of Counseling, Testing, and Guidance at Michigan State College.

More than 45 examples of actual practices that have proved successful in schools throughout the country are given. In addition, step-by-step planning, staff prerequisites, enlisting community and parent support, keeping teachers informed, and other important but frequently neglected phases are described. Also covered in detail are counseling techniques and program planning.

To permit readers to add other articles and their own memoranda, the book is bound in looseleaf style.

OCCUPATIONAL GUIDE

Michigan Unemployment Compensation Commission, 7310 Woodward Avenue, Detroit 2, Mich. 25 cents a single copy, 10 cents in orders of 5 or more.

These guides are designed to promote vocational guidance in Michigan communities. They are planned to reduce the waste of human resources through unemployment and job misfits. Though they are particularly adapted to the Michigan type of industrial life, they are careful analyses of many occupations and have value to any vocational guidance counsellor and can serve as a pattern for similar studies in other areas. As job conditions change, up-to-date supplements are furnished.

WOMEN IN THE FEDERAL SERVICE

U.S. Department of Labor, Women's Bureau (Bulletin 230-I), Government Printing Office, Washington 25, D.C. 32 pp. 25 cents.

This is a study of women in the federal service from 1823 to 1947. It shows the past and present status of women in public employment and the trends in women's employment in the government. A history of women in government service and their salaries is also included.

GUIDANCE INDEX

A monthly publication of Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Ill. \$4.00 a year.

This index lists the best current materials in guidance and related fields. There are two groups, one for teachers and counselors, the other for students. Many of the materials listed are free or inexpensive.

The section for students includes materials from the *Life Adjustment* series, which gives information on social and personal problems, and vocational materials, including *Occupational Briefs*, which cover America's major job fields.

OCCUPATIONAL OUTLOOK HANDBOOK

Superintendent of Documents, Washington 25, D.C. 454 pp. \$1.75.

The volume covers 288 occupations in professional fields, all major types of farming, and industrial fields. It gives information on the training needed, earnings, and working conditions. There are 47 charts and 79 photographs. The material should aid those engaged in personnel work and in vocational counseling in the schools.

reading techniques for primary teachers

TEACHING PRIMARY READING

By EDWARD WILLIAM DOLCH. *Garrard Press*, 119-123 West Park Avenue, Champaign, Ill. 1950. 458 pp. \$3.00.

The revised edition of *Teaching Primary Reading* has added some excellent chapters which will be of great value to the beginning teacher. It will also prove valuable to the experienced teacher, since it provides an excellent review of reading techniques.

The summary at the end of each chapter brings out the highlights in simple, well-chosen terms and makes it easy to apply the principles involved to any classroom situation.

Primary teachers everywhere ask for more help in the use of experience content reading. The chapter on experience charts gives them some concrete suggestions. It will be an easy matter to translate the suggested ideas into dynamic classroom experiences.

The chapter "How To Use a Basic Reader" offers practical assistance to teachers, by indicating ways in

which children may be grouped according to their reading needs. However, I disagree with the statement that "the teacher will abandon the idea that we are going to 'have fun' reading our basic. She will recognize the cold fact that basic reading is work-type reading and act accordingly." I have a feeling that work-type reading can be "fun." It provides a real challenge to both children and teacher. Children enjoy something difficult, because they derive a feeling of well-being from a job well done. It is up to the teacher to create an atmosphere where the child will function at his best level. In such a wholesome atmosphere, every type of reading can be fun.

The weakest chapter in the book is the one that deals with remedial reading in primary grades. No one could adequately cover this serious problem in the short chapter allotted to it. The chapter fails, not because of content, but because it has dealt too sketchily with one of the most vital problems in our classroom today.

On the whole, Mr. Dolch has presented the reading problem and what to do about it, in a clear, concise manner. The content is easily understood. It will prove a boon to the classroom teacher.

M. ELIZABETH MALLOY, Philadelphia, Pa.

new materials for modeling

CERA-MIX

Children and grownups alike will like this new, colorful modeling material. Cera-Mix is easy to use, models like clay, yet is more colorful. It is sanitary and non-greasy and has no unpleasant odor. Best of all, it is self-hardening and requires no baking or glazing.

Cera Mix is extremely versatile. It can be modeled, shaped, or cut into any conceivable form or combined with other materials—paper, cardboard, wood, or metal—to make any desired object. In addition Cera-Mix may be reused after immersing it in water.

Cera-Mix is packed in powdered form, ready for use by adding water. It is available in brilliant colors—red, orange, yellow, green, blue, violet, brown, black, and white—which can easily be blended to obtain any desired shade.

A one-pound can sells for \$1.00. Cera-Mix is a product of Milton Bradley Company.

SCULPKIT

Sculpture House recently announced a new addition to their line of complete kits. Called "Sculpkit," this kit contains a superior grade of non-drying modeling clay, Daron modeling tools, a sculptor's modeling wheel, and wire armatures which enable novices to produce free standing figures and animal subjects in any pose.

Other kits produced by Sculpture House are the Della Robbia Liquid Glaze Decorating Kit, the Della Robbia Ceramic Kit, and the Della Robbia Tile Kit. Sculpture House also maintains a complete line of modeling tools, modeling clays, pottery materials and tools, modeling stands and turntables, steel tools for ceramics and plaster, marble carving tools, and casting materials.

save chalk, hands, and clothes



Has your sense of economy suffered every time you had to throw away all those little pieces of chalk that were too small to be of use? Have you wished you could avoid having the appearance of your hands and clothes ruined as the result of the constant use of chalk in the classroom? If your answer is in the affirmative, you will be glad to invest 25 cents in the purchase of a "Black Board Buddy," a new chalk-holding device manufactured by Black Board Buddy Manufacturing Company, 1934 N.W. 29th Avenue, Portland, Oregon.

Not only does this device make possible the use of small bits of chalk, but it prevents the chalk from breaking. It should save its cost in a few days. It is easy to use—just insert the chalk and tighten the cap.

inexpensive pamphlets on education, labor, health

PREJUDICE IN TEXTBOOKS

Public Affairs Pamphlet No. 160. Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N.Y. 31 pp. 20 cents.

This pamphlet summarizes an American Council on Education study made possible by a grant from the National Conference of Christians and Jews. The study shows that textbooks are, on the whole, free from intentional bias toward any group in the American population, although there are a very few exceptions. However, there are many instances of careless wording which tend to perpetuate antagonisms now current in American life. Omission is the most serious fault of the textbooks; the pamphlet notes failure to stress sufficiently the worth of the individual and the contribution of various groups to our national life, as well as failure to give a satisfactory picture of group organizations in the United States.

The conclusion of the study is that the weakness lies not alone in the textbooks but in the courses of study for which the texts are prepared. Remaking of curricula must precede revision of textbooks.

OTHER PUBLIC AFFAIRS PAMPHLETS

Practically all the recent publications of the Public Affairs Committee are of special interest to AFT members. In addition to the pamphlet entitled *Prejudice in Textbooks*, mentioned above, other recent publications of the Committee are as follows:

- No. 151—*Can Labor and Management Work Together?*
- No. 152—*How Should We Pay for Health Care?*
- No. 153—*Religion and Race: Barriers to College.*
- No. 154—*How to Discipline Your Children.*
- No. 155—*Mental Health Is a Family Affair.*
- No. 156—*TB—The Killer Cornered.*
- No. 157—*Making the Grade as Dad.*
- No. 158—*Help at Last for Cerebral Palsy.*
- No. 159—*America and Western Europe.*
- No. 161—*So You Think It's Love.*
- No. 162—*This Land of Ours.*
- No. 163—*Three to Six: Your Child Starts to School.*
- No. 164—*What about Communism?*
- No. 165—*Genetics—the Science of Heredity.*
- No. 166—*Arthritis and the Miracle Drugs.*

The price of each of these pamphlets is 20 cents, except that No. 162 costs 30 cents.

lists of publications for children

BIBLIOGRAPHY OF BOOKS FOR CHILDREN

Published by the Association for Childhood Education,
1200 Fifteenth Street, N.W., Washington 5, D.C.
\$1.00.

The books are classified by age groups, and are arranged under eighteen headings according to subject. They are planned to meet both recreational and educational needs, and the annotations are brief but adequate.

ANNOTATED LIST OF BOOKS FOR SUPPLEMENTARY READING

Children's Reading Service, 106 Beekman Street, New York 7, N.Y. Free.

Reading materials for children from kindergarten through the ninth grade are listed in this collection of 750 titles, arranged according to subject and school grades. Annotations are provided for all titles.

MAGAZINES FOR CHILDREN AND YOUNG PEOPLE

The Child Study Association of America, 221 West 57th Street, New York 19, N.Y. 20 cents.

This list of fifty magazines for children from six to fourteen covers all kinds of special interests, such as pets, arts and crafts, adventure, and natural history.

ADVENTURING WITH BOOKS

A reading list for elementary schools. National Council of Teachers of English, 211 West 68th Street, Chicago 21, Ill. 60 cents.

The list, compiled and descriptively annotated by experts, is designed for grades one through six. Books are arranged by topic with appropriate years indi-

cated. Publishers and prices are also given. Teachers already familiar with these lists will appreciate a new one; those unfamiliar with them will find this a valuable pamphlet.

miscellaneous materials

INFORMATION ON THE NETHERLANDS

For several years the Netherlands National Tourist Office in New York City has supplied teachers and school children with pictorial and informative material about the Netherlands. Although the many requests required extensive mailings which sometimes interfered with other office activities, the Netherlands Tourist representatives always gave these requests due attention. The short scribbled notes headed "Dear Masters" and signed "Yours Truly" were always taken care of in the same manner as the memorable note: "Dear Sirs: I am planning my honeymoon. Please send me all available literature."

During the past three years the Netherlands National Tourist Office filled at least 15,000 requests from school children alone. Because of the present shortage of funds, the Office regrets that from now on it will not be able to fill individual children's requests. A situation where ten or fifteen children from one class send in personal requests puts too heavy a burden on the funds available for mailing.

The Office, however, will still try to keep close contact with America's learning youth. It wishes, therefore, to call on teachers for their cooperation in this matter. If teachers will send requests for all the pupils in their class combined, it will still be possible for the Office to be of assistance.

As before, these combined requests for free material should be sent to the following address: The Netherlands National Tourist Office, 10 Rockefeller Plaza, New York 20, N.Y.

GLEICHHEIT

Das Blatt der arbeitenden Frau. Herta Gotthelf, editor. Hannover, Germany. Published monthly. 0.20 DM.

This publication of the women's division of the Social Democratic Party presents items of interest to women. It is, of course, entirely in German. The material forms interesting glimpses of the problems encountered in arousing the ordinary German woman to the importance of her place in the future of her country. Furthermore, it attempts to give its readers an understanding of women's work and achievements in other parts of the world. Correspondents in America, England, Sweden, and other democratic nations describe the activities of women in these countries and frequently add touches about the prices of food and clothing available to the average working man—a note that hints at years of longing and lack.

Sections on politics, working conditions, and jobs, new books, and children are also important in the publication.

The magazine is serious in mood and strives vigorously toward the inspiration and enlightenment of its readers.

*"The bonds I bought for our country's defense
-will see my twins through college!"*



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MRS. MARY CALLON OF INDIANAPOLIS, INDIANA**

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2. Decide to save a regular amount systematically, week after week or month after month. Even a small sum, saved on a systematic basis, becomes a large sum in an amazingly short time!
3. Start saving automatically by signing

up today in the Payroll Savings Plan where you work or the Bond-A-Month Plan where you bank. You may save as little as \$1.25 a week or as much as \$375 a month. If you can set aside just \$7.50 weekly, in 10 years you'll have bonds and interest worth \$4,329.02 cash!

You'll be providing security not only for yourself and your family but for the free way of life that's so important to us all. And in far less time than you think, your plans will turn into reality, just as Mary Callon's are doing.

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Edwin Young becomes new director of Wisconsin School for Workers

223 MADISON, WIS.—Edwin Young, former president of Local 223, was recently named director of the School for Workers in the University of Wisconsin Extension Division. As assistant professor of economics at the University, he has taught the course on Labor Problems and, in alternate semesters with Professor Selig Perlman, the course on American Labor History.

During the summer of 1950, Professor Young was a consultant on labor affairs in Germany for the U.S. Department of State. He has also served on the staff of the Harvard Seminar in American Studies at Salzburg, Austria.

Although final approval of Professor Young's appointment was

made by the Board of Regents, he was recommended for the position by the faculty and a labor advisory committee which includes representatives of the state's AFL, CIO, and independent labor unions.

The Board of Regents also approved the appointment of Vidkunn E. Ulrikason, another member of the University of Wisconsin Teachers Union, as associate director of the School for Workers. He was formerly assistant director of the school, in which he has taught and held administrative positions since 1944.

Both men are well qualified to carry on the outstanding programs of workers education which were pioneered and developed by the late Ernest E. Schwarzauber.

H. Bainter appointed on Council of Advisers to U.S. Commissioner of Education

340 BALTIMORE, MD.—A member of Local 340 has received a significant appointment. Herman Bainter, teacher of history at the Garrison Junior High School, has been named a member of the Council of Advisers to the U.S. Commissioner of Education, Earl J. McGrath. Readers of the Baltimore AFL weekly, *The Federationist*, recall that Mr. Bainter formerly contributed the "School Bell" column to that paper.

Only twenty-six educators from all parts of the nation have been appointed to the Council. Thus the group is small enough to be practical, yet large enough to be broadly representative. Periodic meetings of the Council will assist the Commissioner with advice on purposes, functions, and programs of the U.S. Office of Education. They will help, moreover, in interpreting the work of the Office of Education to the profession.

The first meeting of the Council

was held in November, when the members of the Council, which includes college presidents, school superintendents, and classroom teachers, met to consider a report of the Office of Education.

Future meetings will be called from time to time to study problems requiring the services of the Council.

Frances Comfort works with youth problem group

231 DETROIT, MICH.—Frances Comfort, vice-president of the Detroit Federation of Teachers, was appointed by the mayor to serve on a committee on youth problems. The committee is designed to correlate the work of the many public agencies and organizations concerned with youth. It also prepared recommendations for the Midcentury White House Conference on Children and Youth.

Cost of in-service study cut by plan of Syracuse local

905 SYRACUSE, N.Y.—Through the efforts of the Syracuse Federation of Teachers a program of low-cost in-service courses has been initiated for the elementary teachers of Syracuse and Onondaga County. These courses are given jointly by the State University of New York and Syracuse University. They are accepted for graduate or undergraduate credit toward degrees when they have been approved by the student's adviser as part of his degree program. The fee for these courses is \$7.50 per credit hour for undergraduates and \$10 for graduate students. Regular tuition at Syracuse University is \$17 per credit hour; so a substantial saving has been effected.

During the fall semester courses in children's literature and in audio-visual methods have been available. Other courses will be offered during the spring semester.

Since local salaries are dependent upon additional professional training, there has been a good response to this special arrangement.

Join

MARCH OF DİMES

JANUARY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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HELP the New Teacher!

THE first day of school and thirty or forty (or more!) pairs of critical, challenging, appraising eyes are focused on the New Teacher. Is she, or he, going to be easy? tough? mean? swell? Every word and every decision is ruthlessly weighed; each gesture is considered; the roughness or ease of that teacher's road for the entire year and perhaps for an entire teaching career is decided in those first hours of the school year. There is real stage fright in the heart of the new teacher, even in that of many an old, experienced one, as he or she faces this challenge. Many needless hours of worry and many blunders could be averted.

Schools and colleges turn out teachers with adequate academic training but converting this into a classroom technique and coordinating this knowledge with classroom routine is a problem that can be worked out only in the classroom. How to manage the money for the milk of the primary group, how to pass and collect the scissors without confusion, how to move smoothly from one part of the program to another—these are skills which can be acquired, but often painfully. Upper elementary grades and high school classes present equally serious problems in management of class time. These matters, questions of discipline, and adjustment to group teaching present great difficulties to the new teacher.

The emotional adjustment of the

new teacher must also be considered. For the first time, she is giving rather than receiving instruction. If, while confronting all these new situations, the teacher is a stranger in the community, the entire combination may prove extremely difficult. Administrative thinking has now advanced to the point where the need for orientation programs for new teachers is seen, and in many places provision is being made to meet this need.

This fall, AFT Local 803, in Schenectady, N.Y., did its part in aiding the adjustment of the fifty-three new teachers by entertaining them at a dinner where they could get acquainted socially with their alert colleagues who belong to the teachers' union. Incidentally, of course, the event served as a fine organization opportunity in the fall membership drive. Guests were introduced in pleasant surroundings and heard the history and objectives of the union, too. A social affair of this kind is an excellent means of helping new teachers feel that they belong, and, at the same time, provides an attractive sales situation.

Locals 238 and 59, of Minneapolis, also entertained the new teachers of their city. The men of Local 238 had a smorgasbord and smoker for the thirty-five new men in the system, and the women of Local 59 had a supper for the new women. On both occasions the program included some

information about the AFT as well as food and entertainment.

New teachers in the Hammond, Indiana, schools were honored guests at the fall banquet of Local 394. At this event teachers were introduced to officers of the Indiana State Federation of Teachers and to executives of other organizations with which the teachers' union is affiliated.

The Philadelphia local has been extending a helping hand through their publication, the *Federation Reporter*. In it they have published a column called "The New Teacher's Corner," where valuable suggestions are offered concerning the problems facing the new teacher.

A helpful study entitled *The Newly Appointed Teacher* has been published by the Bureau of Publications, Teachers College, Columbia University, New York. This 49-page pamphlet, which sells for 60 cents, discusses the problems of the new teacher, the induction of the teacher, and his first day, fortnight, and year. It summarizes current practices and emphasizes the importance of planned supervision which must be constructive and friendly. The study also suggests some of the promising practices in this important area of teacher welfare.

In view of the effort that is being made to attract young people to the profession, teachers would do well to consider the importance of seeking opportunities to make the experiences of those starting their teaching careers as pleasant as possible, since the problems and adjustments that cannot be avoided are sufficient without the addition of any which could be eliminated.

VIP's attend Hammond banquet



Seated (left to right) are: ANNABEL SPROAT, Pres. of 349; ANN MALONEY, AFT Vice-Pres. Standing (left to right) are: VERNON SIGLER, Executive Sec., Lake County Council of Teachers' Unions; STEVE TOTH, Pres., Lake County Central Labor Union; GERALD KACKLEY, Toastmaster; TOM RICH, Vice-Pres. of 349; IRVIN R. KUENZLI, AFT Sec.-Treas.

Philadelphia now has a Gompers School

3 PHILADELPHIA, PA.—A new Philadelphia Public School, opened in September 1950, has been named for Samuel Gompers. The million-dollar building boasts of such unusual features as a slumber room for kindergarten tots and a visual education room.

Among the speakers at the cornerstone-laying ceremonies was Joseph McDonough, who, less than a year ago, was appointed to be labor's representative on the Board of Education. As a part of the program, a lead box was sealed into the cornerstone to provide some future archeologist with a copy of the Bible, a 1950 newspaper, coins, stamps, and a list of the faculty and pupils of the school.



TWO MORE STATE GROUPS MEET

The California State Federation of Teachers held its convention in San Jose during the Thanksgiving holiday week end. Delegates and members who attended heard addresses by Herrick Roth, president of the Denver Federation of Teachers, and Robert Condon, Assemblyman of Contra Costa County.

Plan legislative program

At the opening meeting a report on the progress of AFT organization in California was an important feature. The convention adopted resolutions for a legislative program covering the following points:

1. An extension of tenure provisions to enable a teacher to obtain tenure by teaching for three years in any California school regardless of the size of the school or its average daily attendance. At present the requirement for tenure is three years of teaching in a school with an average daily attendance of 850 or more.
2. A request for increased appropriations from the state legislature.
3. Support of a bill requiring boards of education to state the specific cause for dismissal of a teacher during the three-year probationary period.
4. Specific endorsement of a bill to require that each teacher have a duty-free lunch period.

The convention also considered the problem of overtime assignments.

One of the big attractions of the convention was the banquet session, to which many union officials and city and county officers were invited.

At the convention of the Pennsylvania State Federation of Teachers the salary question took precedence over other legislative matters. The exact schedule was left to the committee but two directives were given. These included that the proposed minimum for a bachelor's degree should be \$3,000 and that experience should receive the well-deserved increase that has not been previously mandated. Improvement of retirement and sabbatical leave laws was also considered.

The program developed at the convention was later presented at the meeting of the Pennsylvania State Federation of Labor and received quick approval. In the spring the labor group had approved three other proposals of the teachers: appointment of a tax consultant to work on a liberal fair tax program, repeal of the no-strike law for public employees, and provision for due process of hearings for teachers who might be accused of subversive activities.

Both the Federation of Labor and the Federation of Teachers are preparing for a crucial year in working with the state legislature.

Two AFT members elected in Montana

Members of the AFT who were candidates in the November election were very successful in Montana. Dr. Myron Tripp was elected state representative from Cascade County. Mike Mansfield was re-elected to Congress.

School secretaries hold annual education conference

224 CHICAGO, ILL. — The School Secretaries' Union of Chicago conducted its annual educational program on the theme of "School Secretaries in Modern Education." The group heard addresses by AFT President John M. Eklund; Thomas J. Haggerty, labor member of the Chicago Board of Education; John Ligtenberg, general counsel of the AFT; and several officers of the Chicago public school system. Mr. Eklund spoke on the importance of federal aid to education to insure adequate services during these critical years.

J. Avellone re-elected

279 CLEVELAND, O.—Joseph Avellone, trustee representing junior high schools, was re-elected state representative. Mr. Avellone, a member of Local 279, has proved a true friend of education, and his membership in the state legislature has been of great value to the children and the schools of Ohio.

Unit of 683 sponsors successful open-house

683 SOUTH SUBURBS, ILL.—Thornton Fractional High School, a unit of Local 683, sponsored its third annual Open House at the school. "Methods and Techniques Employed in Maintaining Adequate Standards of Health and Safety" was discussed by a faculty panel. Approximately four hundred of the patrons of the school attended.

From Illinois Union Teacher

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